

# Portfolio Specifications

A carefully maintained portfolio allows both you and me to monitor your writing practice and track your revisions. Spend time each week updating and organizing your portfolio. I will ask for a bi-weekly audit of the portfolio and your life to assess how the work is going. Please organize the portfolio with dividers that are labeled the following:

- **Logs (L's) are written responses to texts we read in this class.**
  - **Please number and date the logs L1, L2, L3, etc.**
  - You must *blend in at least one quotation from the reading with correct citation.*
  - You might focus on the way the pieces are crafted (i.e., language and style): use of detail and metaphor, sentence variety, narrative structure, verb tense, narrator's voice, etc.
  - You might focus on the point of the writer and whether or not you agree with it.
  - You may also respond by making personal connections with the text, comparing and reflecting on your own experience in similar incidents or with similar feelings.
  - **I expect you to log on at least one text you read per week.**
  - These logs should be about *300 words* in length, typed and double-spaced.
  - Reflecting in writing about what you have read. This is not a formal essay. Let the log take you where it takes you.
  - ***\*At the end of the log, you must include a word count. \*\*See list of suggestions for strong logs.***
- **Writings (W's) are your writings we do in class (i.e., free writes, warm-ups, group writings, drafts, essays, poems, etc.).**
  - **Any time you begin a piece of writing, date it and number it W1, W2, etc.**
  - Keep ALL of your writing, including brainstorming, doodles, and lists.
  - Keep multiple drafts of a piece as it grows and changes.
- **Audits (A's) are writings you do in response to questions about how your work is going and about life in general. I will often give you the topic. A's offer you the opportunity to monitor your processes as a writer, reader, and thinker and let me look over your shoulder as you work.**
  - Audits should be at least *300 words* in length. ***\*At the end of each audit, you must include a word count.***
  - **Audits** are critical thoughts about your work and writing, a plan of how to pull your pieces together, thoughts about life in general, the beginnings of potential pieces of writing, and opinions on class projects.
  - ***\*\*The audits are a set of questions that you will receive bi-weekly. You are welcome to e-mail me these.***
- **Inquiry and Research (IR's): Look around you. When you see something that inspires you, makes you think, or even makes you angry, write it down or grab it and place it in this section.**
  - **Any time you find something of interest for your writing or other projects, date it and number it.** Think about this space in your portfolio as an archive of sorts for current or future pieces.
  - Collect things - magazine articles, photos, websites, a phrase or powerful line from a speech or movie/TV show - that help you be a writer as well as issues that interest you personally.
  - I will establish deadlines as we progress through each quarter.

**I will collect your portfolio periodically to assess your progress.**

## Checkpoint for Portfolio

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Portfolio owner \_\_\_\_\_

I evaluated your portfolio using the following criteria. I designed it to give a picture of the way I think your portfolio reflects you as a reader, writer, and thinker at this point in the year. My hope is that you use this checkpoint to reflect on your work in this class. If you have any questions, please do not hesitate to schedule a time to meet with me.

**ORGANIZATION AND MARKETING** (Portfolio reflects a conscious structure that aids you in working and learning for this class.)

1	2	3	4	5	X2 _____
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**AMOUNT OF WRITING** (Drafts, Explorations, Experiments, Free Writes, Warm-ups)

1	2	3	4	5	X4 _____
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**REFLECTIONS** (Reflections demonstrate a habit of thinking deeply, posing questions, following through on those questions, and using your many experiences to learn through writing.)

1	2	3	4	5	X3 _____
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**LOG RESPONSES** (Logs exhibit involved explorations of the reading and a concerted effort to connect that reading to your life and practice as writer, reader, and thinker.)

1	2	3	4	5	X3 _____
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**INQUIRY AND RESEARCH EFFORT** (Work displays active collecting of a variety of potential writing/project ideas)

1	2	3	4	5	X2 _____
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**QUALITY OF WORK** (Work represents careful and thoughtful crafting of writing, a genuine effort to allow the world to influence that work, and an intense collection of stuff.)

1	2	3	4	5	X2 _____
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**TOTAL SCORE** \_\_\_\_\_

**COMMENTS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Audit Questions

What is an audit? An audit is an opportunity to review what you have done each week. Audits are critical thoughts about your work and writing, accounts of how you plan to pull your pieces together, reflections on life in general, the beginnings of potential pieces of writing, and our thoughts on projects. More often than not, I will assign an audit every other week (when time permits).

- What's in stock?
  - What have you worked on the past two weeks in class? What types of writing?
  - What have you been doing in life in general?
  - Use this audit as a way to reflect on what has been happening.
  - Think of this as a list of things to do, ongoing projects or things you have completed.
- What are some of your future plans with the writing in your portfolio?
  - Are you happy with your pieces? Why or why not?
  - Have you considered including pieces that haven't been assigned in class? What assignments have you enjoyed?
  - Elaborate on your progress and tell me what things are helping you to grow as a *writer, person, thinker, etc.*
- *How* did you write about the reading that you have done this week?
  - You have written the log, now reflect and synthesize (look at it all and bring it together for conclusions) on your inspiration, struggles, successes, etc.
- *How* did you reflect this week?
  - Where were you? What moved you? What strategies did you use?
  - Did you use any or was this a week of little effort and inspiration. If so, why?
  - Take the time to note the moments during your week when you reflect about life, school, your writing, your strengths, your weaknesses, etc. Where's the struggle?
- As your teacher, how can I help you (or struggle with you)?

# Qualities of a Good Log

## A good log...

- **Reaches the word count goal (300 words).**
- **Blends in at least one quotation from the reading with correct citation.** Use the quote as a guidepost as you write your log.
  - Ex. "The time was right despite her unwillingness to go" (Homer 43).
- **Does not summarize.**
- **Describes what you think** about the reading because a good log is your response to what you read. Don't be afraid to use phrases like, "I think," "I feel," or "I believe."
- **Is meaningful to your development as a writer.** Consider commenting on how the piece is crafted. The log documents the writer at work as a reader.
- **May include a second quotation if you feel you have fully responded to the first quotation ...** try your best to transition smoothly.

## Consider these questions as you learn to write logs:

- ❖ How does the reading relate to other books, movies, TV shows, etc., that you've experienced?
- ❖ How does the reading relate to *your* own world (e.g., current/historical events, political issues etc.)?
- ❖ How does the reading relate to *you*, your life experiences, your emotions, your struggles, your hopes and dreams, etc.?
- ❖ What did you like about what you read? Dislike? Pick specific instances.
- ❖ What writerly moves did you notice and appreciate? (Quote and cite.)
- ❖ Did the reading make you want to learn more about something? If so, elaborate.